

JOINT COMMITTEE ON THE PUBLIC EDUCATION SYSTEM
CITIZENS ADVISORY COMMISSION

AGENDA

Friday and Saturday, January 23 and 24, 1959

PRESENTATION BY THE CALIFORNIA STATE DEPARTMENT OF EDUCATION

- I Superintendent of Public Instruction - Overview of Superintendent's
Roy E. Simpson duties and responsibilities, particularly as they relate to curriculum, textbooks, and teacher education; functions of the Office of the Superintendent of Public Instruction and relationships to the State Board of Education, the Department of Education, and other state, county, and local agencies.

- II President, California State Board of Education - William L. Blair A presentation of the duties and responsibilities of the California State Board of Education

- III Division of Instruction - A presentation of the relationships of the Division to the legal structure and agencies which exist in the State of California. This presentation will pay particular attention to the role of the Division of Instruction as it relates to the areas of curriculum and textbooks.
 - A. Bureau Chiefs of Division of Instruction will then discuss their responsibility in the following order:
 - (1) Elementary Education --
Helen Heffernan, Chief
Bureau of Elementary Education
 - (a) Consultant: Mrs. Lorene E. Marshall

- (2) Secondary Education - High Schools and Junior High Schools --
Frank Lindsay, Chief,
Bureau of Secondary Education

Consultant - George L. Roehr

- (3) Junior College Education -
Hugh G. Price, Chief
Bureau of Junior College Education

- (4) Adult Education -
Stanley E. Swoorder, Chief
Bureau of Adult Education

B. Vocational Education -
Wesley P. Smith, State Director
of Vocational Education

Industrial Education --
Samuel L. Fick, Chief
Bureau of Trade and Industrial Education

(a) Consultant - Mack Stoker

Agricultural Education --
Byron J. McMahon, Chief
Bureau of Agricultural Education

Business Education
Rulon C. Van Wagenen, Chief
Bureau of Business Education

Homemaking Education --
Dorothy M. Schnell, Chief
Bureau of Homemaking Education

C. Supplemental Education Services

Guidance Services --
William H. McCreary, Chief
Bureau of Guidance

Health Education, Physical Education
and Recreation --
C. Carson Conrad, Chief
Bureau of Health Education, Physical
Education, and Recreation

Audio-Visual Education --
Harry J. Skelly, Chief
Bureau of Audio-Visual Education

Special Education --
Ernest P. Willenberg, Chief
Bureau of Special Education

(a) Consultant - Charles W. Watson

D. Summary Statement

Donald E. Kitch, Chief of
Supplemental Education Services

IV Division of Instruction --
Jay D. Conner, Chief

The Responsibility and function
of the Department of Education
in the field of textbook selec-
tion and adoption for the public
elementary schools of the state.

A. Curriculum Commission --
H. M. McPherson,
Vice Chairman

Description of the legal respon-
sibilities and actual operations
of the Curriculum Commission
with regard to the selection
and adoption of textbooks for
the public elementary schools
of the state.

B. Mrs. Caroline Dines --
1st Grade Teacher,
Sutterville Elementary School
Sacramento City System

Description of participation
in the selection process.

V. Division of State Colleges and
Teacher Education --
J. Burton Vasche, Associate
Superintendent of Public
Instruction; and Chief, Division
of State Colleges and Teacher
Education

An overview statement regard-
ing the functions and operation
of the Division of State Colleges
and Teacher Education in the
field of teacher education.

An analysis of College programs in teacher education.
Dorothy M. Knoell, Consultant
in State College Curriculum

Teacher Recruitment -- Supply and Demand Study
Blair Hurd, Coordinator
of Teacher Recruitment

Credential regulations, procedures, et cetera
Herschel S. Morgan will be on hand to
answer any questions which might arise re-
garding such matters.

"California Teachers" --
A recent report on their professional
qualifications, experience, and the
size of their classes.
Henry W. Magnuson, Chief
Bureau of Education Research

CALIFORNIA STATE DEPARTMENT OF EDUCATION

Dr. Roy E. Simpson
Superintendent of Public Instruction
and Director of Department of Education

Mr. William L. Blair, President
California State Board of Education

Division of Instruction

Dr. Jay D. Conner
Associate Superintendent and
Chief, Division of Instruction

Mr. Byron J. McMahon, Chief
Bureau of Agricultural Education

Miss Helen Heffernan, Chief
Bureau of Elementary Education

Mr. Rulon C. Van Wagenen, Chief
Bureau of Business Education

Mrs. Lorene E. Marshall, Consultant
Bureau of Elementary Education

Mrs. Dorothy M. Schnell, Chief
Bureau of Homemaking Education

Mr. Frank B. Lindsay, Chief
Bureau of Secondary Education

Mr. William H. McCreary, Chief
Bureau of Guidance

Mr. George L. Roehr, Consultant
Bureau of Secondary Education

Mr. C. Carson Conrad, Chief
Bureau of Health Education, Physical
Education, and Recreation

Dr. Hugh G. Price, Chief
Bureau of Junior College Education

Dr. Harry J. Skelly, Chief
Bureau of Audio-Visual Education

Mr. Stanley E. Swarder, Chief
Bureau of Adult Education

Dr. Ernest Willenberg, Chief
Bureau of Special Education

Mr. Wesley P. Smith
State Director of Vocational Education

Mr. Charles W. Watson
Consultant in the Education of the
Deaf, Bureau of Special Education

Mr. Samuel L. Fick, Chief
Bureau of Industrial Education

Mr. J. Graham Sullivan, Coordinator
National Defense Education Act, 1958

Mr. Mack Stoker, Regional Supervisor
Bureau of Industrial Education

Mr. Donald E. Kitch, Chief
Supplemental Education Services

CALIFORNIA STATE DEPARTMENT OF EDUCATION
Division of Instruction

Overview of Division Functions
Dr. Jay D. Conner, Associate Superintendent
and Chief, Division of Instruction

January 23, 1959

The Division of Instruction is one of the two Divisions within the Department of Education which together provide all necessary state services to the locally-controlled and operated school districts of California. The Division of Public School Administration provides fiscal and administrative services, while the Division of Instruction, as the name implies, is concerned with all services pertaining to curriculum and instruction.

The Division of Instruction comprises twelve bureaus, a curriculum center, and a newly-formed unit to handle the administration of National Defense Education Act programs assigned to the State Department for coordination and approval. Four of the twelve bureaus form the Vocational Education Section, and five other bureaus form the Supplemental Education Services Section. Staff of the Division totals 108 professional positions, including 93 consultants, twelve bureau chiefs, two section chiefs, and the Associate Superintendent who is the Division Chief.

Each unit within the Division of Instruction performs a separate and highly specialized service. These services can best be understood when they are considered in relationship to the services provided by the counties and the local school districts. The services provided at the State level are, in general, above and beyond those which can be provided at the local or the county level. The factors which determine at which level a specific service is rendered are legal authorizations and requirements, size of district or county, and efficiency and economy.

Responsibility for public education is shared among three agencies of state government -- the state, county, and local school district. Each of these agencies has a governing board and professional staff. Each carries a share of but not the total responsibility for the instructional program. In its delegation of responsibility the Constitution evidences the theory of checks and balances in government, and the Legislature has extended and expanded this principle. While operative responsibilities have been delegated as close to the people served as a prudent regard for economy and efficiency makes possible, the State has reserved to itself the determination of minimum standards of quality which must be met or exceeded by subordinate governmental subdivisions.

Local school districts, and counties as well, vary widely in size, hence in their ability to provide services essential to the maintenance of quality standards. The very smallest local school districts, those which maintain a one-teacher school, do not have the ability to provide any services beyond selecting and employing a teacher. In such a district, all other needed services must be provided by the next larger unit of school administration -- the county board of education and the county superintendent of schools. In a somewhat larger local district the governing board may employ several teachers and a principal. In a still larger district, the local board may be able to employ some of its own supervisory personnel in addition to its teaching and administrative staff. Finally, in a large metropolitan school district, the

governing board may be able to employ all the staff necessary to perform the functions of teaching, administration, supervision, research and curriculum production, and may have little need of the services of any other governmental unit in so far as the internal operations within the school district are concerned. However, even the largest local school district will require certain services from outside its own organization to insure coordination with other districts on a countywide and statewide basis, as required by law.

Counties likewise vary widely in size, and for this reason they differ in their ability to provide all needed services. When a county staff is not large enough to perform a specific needed service, or when it is not authorized to perform a service, the next larger unit -- the State -- must take over the responsibility.

Services above and beyond classroom teaching vary in terms of the number of units which can be adequately served by one staff member. State law in California requires the appointment of a principal whenever a school grows to have five teachers. A large school may have twenty or more teachers and still be served by one principal. The ratio of administrative personnel to classroom teachers, therefore, is one to five at the lower end of this range, but considerably higher on the average for the entire state. Local school districts may differ in what they consider a satisfactory ratio of administrative to teaching personnel. It is generally considered that there should be one full-time general supervisor for each twenty-five classroom teachers. In larger districts there will be employed, in addition to the general supervisors, special supervisors to handle such technical problems as music instruction, art, shop, physical education, health services, etc. The exact size of district at which each of these services is added varies from district to district in accordance with local financing ability and community desire to maintain the highest possible standards for the instructional program. Only the very largest districts, those of 10,000 units of average daily attendance, employ their own supervisor or director of special education for the handicapped.

This wide variation in size and ability of local districts and of counties to supply all needed services explains the staffing of different units within the Division of Instruction, and their functions as well. For example, in Elementary Education all necessary general supervision in the basic subjects of instruction can be and is supplied either by the local district or by the county. For this reason, the services of the Bureau of Elementary Education are entirely devoted to problems of coordination and leadership, and all services are consultative and advisory in nature. By contrast, the Bureau of Homemaking Education supplies all the direct classroom supervision for homemaking classes throughout the State except in a few of the very largest metropolitan counties and cities. The Division of Instruction has found it practical to furnish all needed supervision with a bureau staff of ten persons. If this function were to be allocated to the counties it would require a minimum staff of fifty-eight persons. It is, therefore, more economical to supply this service from the State level in Homemaking Education. This principle of function and staffing applies to all units in the Division of Instruction.

In California, responsibility for developing and adopting courses of study in high schools, in junior colleges, and in adult education is delegated to the local district. At the elementary school level this responsibility is delegated either to the local district or the county board of education, depending on

size of district. In all cases, however, these locally-developed and adopted courses of study must conform to minimum standards as set by the State Board of Education. In some cases, particularly at the elementary school level, the State Legislature has specified curriculum requirements. A recent requirement enacted by the Legislature is for driver education in every high school. This action by the Legislature resulted from recommendations originating with the several Governor's conferences on traffic safety. The minimum amount of instruction to meet this requirement was set by the State Board of Education. Thus we see that delegation of responsibility to local and county school systems is always accompanied by the requirement to meet standards as set by the State.

Curriculum services of the Division of Instruction are designed to assist local school districts and counties in meeting the responsibilities thus delegated and to insure that these locally-adopted courses of study do meet State standards as these have been established by the State Legislature, the State Board of Education, or the two combined.

The kind and amount of service rendered in giving such assistance varies from bureau to bureau. In the Bureau of Elementary Education, for example, there is little need for inspection and approval of courses of study because of the Constitutional provision for state-adopted textbooks and for the uniform use of these textbooks in all public elementary schools. The adoption and furnishing of these textbooks automatically establishes a means of control over the quality of basic instruction. State control is simple and economical in terms of state staffing requirements, for all that is needed is certification that state-adopted textbooks have been used by every teacher, principal, and superintendent of a local district.

The creation by the Legislature of the State Curriculum Commission in 1927 further affects the involvement of the Bureau of Elementary Education in curriculum inspection and approval, for the professional selection and recommendation of elementary school state-adopted textbooks now resides in this body of ten representative local professional educators. Members of the State Curriculum Commission are all full-time employees of local school units, appointed by the State Superintendent of Public Instruction and confirmed by the State Board of Education. Books are evaluated and recommended by this Commission to the State Board of Education which adopts them. For this reason, the work of the Bureau of Elementary Education is confined to the furnishing of general leadership through publications, conferences, and field work of a consultative and advisory nature. A staff of five consultants and a bureau chief handles this work load even though they serve a level in which more than a million and a half pupils are enrolled.

In the high schools, junior colleges, and adult education programs, where textbooks are selected by each local school district and there is, therefore, no state control by this means, determination of whether State standards are being met requires the examination and approval of individual courses of study as developed and adopted by each district. Additional requirements for State examination and approval exist in the several fields of vocational education, where reimbursement of local districts for these more costly programs entails the meeting of specific state and federal standards for equipment, class size, teacher preparation, and curriculum. The same situation exists in the case of the programs of special education for the physically and mentally handicapped.

In these programs special state funds have been set up for the reimbursement of a part of the excess costs of these programs over those for normal children. As with the vocational bureaus, the Bureau of Special Education carries the responsibility for direct supervision and certification that local districts have met the requirements for excess cost reimbursement in terms of facilities, equipment, class size, and teacher preparation.

The matter of efficiency and economy of operation enters as a factor in determining how some curriculum development needs should be served at the State level. As a county grand jury pointed out some years ago, there is some question as to the efficiency or economy of duplicating fifty-eight times work in curriculum research and development which might with equal effectiveness be done only once. Consideration of this factor is reflected in some of the publications of the Department, notably the guide entitled Physical Education in the Elementary School, where all the descriptions of games, music, records, et cetera, have been brought together in one fairly large resource book so that local school districts and counties will not have to duplicate this work over and over again. Likewise, in the field of elementary education the Department has published teachers' guides which give the general background of philosophy and illustrations of good practice to serve as resource materials for local districts and counties in the development of their own specific courses of study. More detailed explanation of these varying responsibilities and functions are contained in the separate reports for each Bureau and Section.

With the enactment of Public Law 864, the National Defense Education Act, by Congress, it must be expected that the State Board and the State Department will have to assume additional responsibilities for services involved in the organization, application, approval, supervision, and control of such activities as will receive support from federal as well as from state financial sources.

CALIFORNIA STATE DEPARTMENT OF EDUCATION
Division of Instruction

BUREAU OF ELEMENTARY EDUCATION
Helene Heffernan, Chief

January 23, 1959

The determination of the curriculum for the elementary schools of California involves the activities of the Legislature, the State Board of Education, the State Curriculum Commission, the State Department of Education, county school superintendents, county boards of education, and governing boards of school districts.

Statutory School Subjects

The content of the elementary school program is specifically defined by the Education Code. The law requires reading, writing, spelling, language study, arithmetic, geography, history of the United States and of California, civics, including a study of the Declaration of Independence and the Constitution of the United States, State and local government, music, art, training for healthful living, physical education, morals and manners, the nature of alcohol and narcotics, public safety and accident prevention, fire prevention, and such other studies not to exceed three as may be prescribed by the local school board.

A minimum of 50 per cent of each school week must be devoted to reading, writing, language study, spelling, arithmetic and civics in grades one to six, inclusive; and a minimum of 600 minutes of each school week must be devoted to such subjects in grades seven and eight.

Use of State Textbooks Required

The prescribed educational program in the elementary schools is implemented by textbooks supplied to the schools of the State.

The State Curriculum Commission recommends to the State Board of Education textbooks for use in the elementary schools of the State. The State Board of Education studies the recommendation and decides on adoption of textbooks.

Teachers, governing boards of school districts and county school superintendents are required to enforce the use of State textbooks.

Use of Supplementary Instructional Material

Schools are not limited to the use of State textbooks in implementing the educational program. The governing board of any school district may purchase supplementary textbooks, library books, and educational films, test materials, and workbooks in any amount needed for the operation of the schools.

Courses of Study Required

The Education Code is specific on the subjects required but leaves to other governmental authorities the determination of the specific content, method, sequence of learning activities, and supplementary materials to be used.

The State Curriculum Commission may recommend to the State Board of Education minimum standards for courses of study in the kindergarten and elementary school.

Each city board of education is required to prepare the courses of study prescribed for the kindergarten and elementary schools of the city school district under its jurisdiction.

Each county board of education, except in cities having a city board of education, is required to prescribe a course of study.

The governing board of any school district is required to enforce the course of study prescribed and adopted by the proper authority.

Work of the Bureau of Elementary Education

Under the constitutional authorization of the State Superintendent of Public Instruction, the Bureau of Elementary Education carries on such activities as the following:

1. Prepares informative publications on the elementary school program.
2. Conducts studies of curriculum development and prepares reports of such studies in order to supply factual information to the school districts of the State concerning current practices.
3. Encourages high standards and proper coordination of curriculum development in counties and regions through official agencies, lay and professional organizations.
4. Provides consultation service to guide, assist, and strengthen curriculum development in counties and school districts.
5. Provides publications designed to secure coordination of the educational program necessary to meet the needs of a highly mobile school population.
6. Cooperates with other bureaus of the State Department of Education and other agencies of government to develop materials in health, physical education, conservation education, guidance, and the like as these relate to curriculum in the elementary schools.
7. Prepares bibliographies of current professional materials on curriculum subjects.
8. Cooperates in planning and conducting conferences and workshops on curriculum problems.
9. Replies to correspondence for information, confers with school officials, addresses teachers' meetings and professional organizations on problems of curriculum and instruction.
10. Cooperates in planning studies on curriculum problems by local school districts

CALIFORNIA STATE DEPARTMENT OF EDUCATION
Division of Instruction

BUREAU OF SECONDARY EDUCATION
Frank B. Lindsay, Chief

January 23, 1959

The governing boards of the 332 districts maintaining high schools have primary responsibility for determination and preparation of their courses of study, subject to a minimum of mandatory instruction ordered by the Legislature which principally consists of United States history and the Constitution, including also State and local government, of driver education and of physical education. The Legislature further has directed that every district must provide in at least one of its high schools a curriculum which prepares graduates to be admitted to the University and the state colleges.

Commonly local districts meet this requirement by offering the subject pattern outlined by the University as one of its methods of admission; namely,

| | |
|-----------------------|---------------------------------------|
| English (3 years) | a foreign language (2 years) |
| algebra | a laboratory science |
| plane geometry | and additionally, a third year of |
| United States history | (1) advanced algebra, or |
| | (2) laboratory science (which must be |
| | chemistry or physics), or |
| | (3) the same foreign language |
| | (Two years of a second foreign |
| | language may be substituted for |
| | the third year in one language.) |

Aside from these minimal statutory requirements, the district is free to determine locally in terms of employment opportunities in the area what curricula in business, homemaking, industrial, and vocational agricultural education will best serve students not seeking college entrance upon high school graduation.

Curriculum Leadership of the Bureau of Secondary Education

The services of this Bureau mainly affect the academic fields since other bureaus of the Division have responsibility for certain specialized subjects. Through an annual (October) report of high school principals the Bureau intensively examines and approves in turn, over a five-year cycle, the course offerings and teaching practices in the fields of English, foreign languages, mathematics, and the social studies and notes trends in enrollments and variety of courses. In the process, and as a result of this review and approval process, the Bureau gives leadership in curriculum development and the improvement of instruction.

A recent example will clarify the operations of the Bureau in this regard. The Central California Council of Teachers of English was asked to form a committee of classroom teachers and representatives of college departments of English. Through this committee the Council polled its membership to learn what items concerning high school instruction in English, with particular attention to the teaching of English composition and mechanics of grammar,

should be investigated. The Bureau assisted the committee in formulating a questionnaire. This questionnaire was included in the annual report form required by the State Department of Education. The questionnaire was in this manner distributed through the principals to all English teachers in the high schools. The committee then analyzed the returns and the Bureau published its findings in two bulletins: English Language Arts in California Public High Schools, September, 1957; and Practices in the Teaching of Composition in California Public High Schools, June, 1958. The procedure followed in the instance of the English bulletins has been paralleled with respect to preparation of questionnaires in science, mathematics, and foreign languages.

Curriculum staffs of counties and districts are served by the Bureau in a variety of ways. One such is through the annual conference on secondary instruction called by the Superintendent of Public Instruction. In these conferences the Bureau participates in group discussions and receives reports in general sessions and section meetings. The Bureau works with numerous committees of the California Association of Secondary School Administrators. These committees deal with specific problems which have been identified for study. Examples are high school graduation requirements, conservation education, junior high school organization and review of standards for course of study content in any subject field. The Bureau also responds to an annual volume of 5,000 telephoned inquiries and an equal number of letters from school administrators and the general public.

Bureau Participation in the High School Accreditation Program

A voluntary accreditation program currently in operation under the auspices of the California Association of Secondary School Administrators and approved by the California School Boards Association, the California Association of School Administrators, and the State Board of Education, seeks primarily to insure improved quality of instruction. The accreditation process consists of three major parts:

An application for accreditation, including a description and self-evaluation of the high school program and facilities, completed in accordance with detailed guides.

This application is studied in advance by a visiting team whose membership includes a Department of Education person, a representative of a college or university, a county office curriculum coordinator, and two principals, at least one of whom must be distant from the high school undergoing accreditation. The team then spends two days in inspection, questioning of faculty and students, and in assessment of strengths and weaknesses of the instructional program. Finally, the team composes a report.

The original application prepared by the school through its self-evaluation, together with the team's report, is finally considered by a high school accreditation commission which includes representatives from the Bureau of Secondary Education, the University of California, the state colleges, the Junior College Association, the School Boards Association, the Association of School Administrators, and high school principals.

Through information obtained from reports of visiting teams the Bureau is enabled to work with high school districts to overcome their instructional shortcomings. Periodically the Bureau summarizes problems found recurring in successive reports and brings these to the attention of principals and superintendents. In all of its undertakings Bureau efforts are directed toward improvement of quality of instruction consistent with the particular needs and requirements of local communities served, minimum state-prescribed standards, best practices as these are revealed through the literature, research and experimentation, and efficiency and economy of local operations.

CALIFORNIA STATE DEPARTMENT OF EDUCATION
Division of Instruction

BUREAU OF JUNIOR COLLEGE EDUCATION
Hugh G. Price, Chief

January 23, 1959

The courses and curriculums of the 64 California public junior colleges reflect a variety of influences which bear upon each institution. Furthermore, the development of these courses and curriculums is related to the several unique functions which this non-compulsory part of the public post-high school program performs. These functions are:

1. The college lower division transfer function
2. The vocational-terminal function
3. The general education function
4. The guidance function
5. The adult education function

The role of the new Bureau of Junior College Education has been to work with the deans of instruction to assist them in establishing procedures and criteria for identifying and organizing needed offerings. This has been done by holding regional and state-wide workshops. A status study of courses and curriculums is being carried on which will be published by the State Department of Education in bulletin form and will analyze the problem of multiplicity of courses and course titles.

In county offices practically no work is done on curriculum development with the Bureau of Junior College Education, except in Los Angeles County which has a part-time junior college consultant. Here a study of course titles is being carried out with the Bureau's encouragement and support.

Procedures for the development of new courses and curriculums and for their adoption reflect the autonomous character of junior colleges, and they may vary somewhat from college to college. Variation in procedures is also to be found depending upon which of the functions listed above is under consideration. The work of the Bureau with deans of instruction has resulted in a more or less uniform procedure as follows:*

I. Sources of Proposals for a New Course in a Junior College

- A. Results of a local community survey
- B. The recommendation of an advisory committee
- C. The recommendation of a faculty member, a department chairman, or a department
- D. Request from industry, a local or state government, or a community group (e.g., telephone companies, police department, State Highway Department, or the Farm Bureau may suggest trained personnel needed)

*Education Code Section 10602 provides legal basis for curriculum planning.

- E. New lower division requirements of one or more state colleges or campus of the University of California
- F. Recommendation from feeder high schools
- G. Suggestion from a member or members of the local board of trustees

II. Course or Curriculum Development Procedures in a Junior College

- A. The idea for a new course is reported to the curriculum committee of the faculty by the dean of instruction
- B. The curriculum committee considers the nature and value of the course and its organization (normally at this point a syllabus has been prepared, which indicates the need, outlines the course, identifies a text, indicates the number of units of credit to be offered, number of hours of lecture and of laboratory or shop work per week, and the prerequisites)
- C. The committee considers the role of the course, its relative importance or need, projected enrollment, the cost, the need for facilities, its place in a curriculum, its transferability to a state college or the University, its value toward occupational proficiency or a student's general education
- D. The committee will then:
 - 1. Approve as is
 - 2. Require further information and/or further development
 - 3. Disapprove.

III. Approval Procedures

When the course is approved by the committee and the dean of instruction, it is transmitted to the following for approval:

- A. To the college president for his approval, and by him
- B. To the board of trustees for action under Education Code Section 10601, and then by the college
- C. To the State Department of Education, Bureau of Junior College Education (representing the State Board of Education), under Education Code Section 10601

IV. Textbook Adoption

Textbooks for use of junior college students are selected by the instructor with the approval of the administration and the local board of education. The Bureau of Junior College Education has no responsibilities for selection, approval, furnishing, or listing texts. The college may furnish texts to students free or require them to buy their own. The large proportion of the colleges require the latter.

In the maintenance of standards, the Bureau cooperates with the Western College Association, which is the accepted accrediting agency for junior colleges. The Bureau chief serves as a member of the Commission for Accrediting Junior Colleges, which reviews all visitation team reports; and a member of the State Department of Education staff serves as a member of each visiting team.

Furthermore, the Bureau cooperates with the California Junior College Association and its Committee on Instruction. The Bureau chief is an ex officio member of the Executive Committee of the California Junior College Association and is invited also to participate in the meetings and deliberations of the three regional junior college associations.

Officially the Bureau serves as the approval agency for all new junior college courses, summer school sessions, and work experience education plans

CALIFORNIA STATE DEPARTMENT OF EDUCATION
Division of Instruction

BUREAU OF ADULT EDUCATION
Stanley E. Swarder, Chief

January 23, 1959

The Development of Public School Adult Education in California

The first evening school was established by the San Francisco Board of Education in 1856. By 1900, evening schools and adult classes had been established in San Francisco, Sacramento, Oakland, San Jose, and Los Angeles. Early school records tell us that the curriculum included reading, writing, penmanship, spelling, grammar, English language, bookkeeping, electrical science, and history of the United States. In the early 1900's adult education was still primarily education of immigrants or Americanization. Since that time the program has developed from one that was primarily remedial and elementary to a program that includes education on the high school and junior college level.

At the present the areas of academic subjects, business, trade and industrial, homemaking, and citizenship and English for the foreign born account for two-thirds of all adult enrollments. During the 1957-58 school year approximately 11,000 elementary certificates, high school diplomas, and Associate of Arts Degrees were granted to adults who attended programs of adult education in their high schools and junior colleges.

Legal Authority for Adult Education

The Education Code provides that the governing board of any California school district maintaining secondary schools shall have the power, with the approval of the State Department of Education, to establish and maintain classes for adults for the purpose of providing instruction in civics, vocations, literacy, health, homemaking, and technical and general education. The Education Code specifically prohibits the apportionment of money from the State School Fund for any class for adults in dancing or recreational physical education.

The regulations adopted by the State Board of Education define classes that can not be established with state support, such as classes for recreational or entertainment purposes or for the sole purpose of occupying the leisure time of individuals. The regulations limit the maximum number of hours allowed for completion of a craft course. There are also provisions in the regulations pertaining to the use of films, the approval of lecture and forum series, and the exclusion of classes held as part of meetings of clubs or organizations. The Code requires the State Department of Education to establish standards of curriculum, administration, and guidance and counseling service.

Curriculum Development

In order to assist local school districts in the development of adult education programs that are eligible for state apportionments, the staff of the Bureau provides the following consultive services:

1. Publishes curriculum outlines and aids developed cooperatively with local school districts

2. Develops minimum standards in cooperation with local districts, lay groups, organizations, and advisory committees
3. Participates with colleges and universities in the training of local district adult education personnel in the methods of curriculum development
4. Sponsors workshops, institutes, and regional conferences for leadership training and cooperative curriculum development by lay and professional groups
5. Conducts statewide surveys of adult education programs so that local districts may be informed of curriculum trends
6. Provides leadership for the improvement of local adult education programs through evaluation and review by advisory committees

Adult classes are established only by local governing boards of education. Subject matter taught is a direct reflection of expressed community interests and needs for educational services. The major concern of the Bureau is helping local districts to develop courses of study that meet their needs and that can be approved within existing laws and regulations.

CALIFORNIA STATE DEPARTMENT OF EDUCATION
Division of Instruction

VOCATIONAL EDUCATION
Wesley P. Smith, State Director

January 23, 1959

Definition

Vocational education is the generic or family name given to the curriculum areas which involve instruction dealing with agriculture, business, industry, and the home. Another term sometimes used is "practical arts." At the collegiate level, the term "applied arts" is often used.

Vocational education is a part of the course of study in every junior high school, high school, and junior college in California. Sometimes it takes a form of a very specific preparation for a specific occupation. In other situations, it may be a phase of general education dealing with the organization, materials, processes, and products of agriculture, business, industry, and the home and with the contributions of those engaged in these fields. In still other cases, vocational education may be of a specific type of occupational preparation that is given financial assistance by the federal government.

Local Determination

Vocational education is not a legally mandated part of the curriculum. Its inclusion as a part of the course of study in any public school is determined solely by the local board of education. Furthermore, the responsibility for specific course content is exclusive with the local board of education, except when special financial reimbursement is involved.

Changing Content

Historically, the inherent nature of vocational education has prescribed that it be characterized by ceaseless change. Based upon the nation's major occupations, vocational education has had to adjust harmoniously to every major change, trend, and significant development in those occupational fields. Curriculums in this field, therefore, can never long be static and still serve their purposes. Assistance to county and local school districts, therefore, in the development, evaluation, and adjustment of curriculums in vocational education occupies a high priority claim upon the time and competency of the vocational education staff.

State Leadership and Supervision

For the most part, supervision of vocational education is provided by the staff of the State Department of Education. The nature of the program seems to make this a more efficient arrangement than staffing each county office and local district with specialized personnel in these fields. Only the large, more metropolitan school districts find it efficient to employ supervisory staff in this field. In order to function in such a supervisory capacity, the vocational education staff is deployed on an area basis in regional offices throughout the state.

Curriculum Development Has High Priority

Responsibilities for curriculum development held by the vocational education staff are performed in a similar manner as found in the units of the Department of Education which have more general responsibilities. Needs are identified, conferences are held, lay and professional advisory committees are used, publications are prepared, communication is maintained, coordination is performed, evaluations are conducted, and general liaison service is contributed. All of these activities are done on a cooperative basis with the staff of operating school districts and with representative lay groups, organizations, and persons. Even in the areas of vocational education which are federally assisted, the determination of curriculum is entirely a local responsibility.

Integral Part of Total Program of Education

A fundamental characteristic of vocational education in California is that it is an integral part of the total program of education. It functions in unison and in cooperation with other phases of the educational structure and curriculum. This is a fact at the state level of operation as well as in every local school district. This fundamental concept is intended to promote balance and efficiency. Varied and complex as it is, all phases and all procedures in vocational education find their roots within the total structure of public education in California. Separate boards of education, separate faculties, separate schools, and separate student bodies do not exist in California's conception of comprehensive public educational institutions.

CALIFORNIA STATE DEPARTMENT OF EDUCATION
Division of Instruction

BUREAU OF INDUSTRIAL EDUCATION
Samuel E. Fick, Chief

January 23, 1959

Objectives of Industrial Education

Industrial education's concern with our industrial economy embraces two major educational objectives (a) the general education objective of interpreting industry, discovering individual interests and abilities, and helping individuals to further their interests and make full use of their abilities; and (b) the specific objective of successful gainful employment in an industrial occupation. The general education objective is met through industrial arts programs which provide youth, regardless of occupational goals, opportunity to plan, to use tools and materials in constructing articles and performing jobs, and to develop understanding and appreciation of our modern industrial civilization. The vocational objective of successful gainful employment is met through vocational trade and industrial programs designed to prepare an individual for employment or to assist employed workers to upgrade themselves in the area of their industrial employment.

Development of Curriculum in Industrial Education

Inasmuch as industrial education deals with educational problems that concern our industrial economy, it follows that curriculum development must be closely related to modern industrial practice and must be developed in close cooperation with industry since the educational experiences must be directly related to job requirements.

The activities of the Bureau of Industrial Education in curriculum development are dictated by the needs of local school districts for assistance, and local school personnel are always involved in the process. In vocational trade and industrial education programs, almost all of the curriculum development occurs on the local school level. A representative advisory committee appointed by the local school board advises as to skills and knowledges needed for successful employment, and local school personnel develop the specific curriculum within this frame of reference.

Whenever the need is indicated, the Bureau provides leadership for the development of curricula on an area or state-wide basis but only when local school districts have indicated such a need. An example of an area curriculum development is the recent Bureau activity in the instructional field of electronics. A resume' of this activity is covered in the report on the development of "A Guide for Developing Electronics Courses."

A similar illustration from the field of industrial arts education involves the development of a curriculum "Guide for Industrial Arts Education in California." Here again the local school districts in the state requested assistance in connection with the identification of appropriate state-wide standards of industrial arts instruction so that local district industrial arts curricula could properly reflect good practice and desirable uniformity.

Accordingly, the Bureau of Industrial Education appointed an Industrial Arts Curriculum Committee of fourteen persons representing local school districts and state colleges. The committee developed a curriculum guide which was subsequently reviewed by every local district industrial arts supervisor and each state college having a teacher preparation program in industrial arts. Following this review it was published by the Bureau of Industrial Education and is now in use by local schools as a curriculum guide.

In addition to regional and state-wide curriculum evaluation and development already noted, the Bureau staff members, located in appropriate geographical areas, assist local school personnel in making similar on-the-job appraisals. In this process, organized labor, management, and appropriate state and federal agencies are active participants.

Curriculum development in industrial education is a continuing activity participated in by local school district personnel and appropriate representation from industry and is designed to enable the local schools to provide the best possible instructional services both to the student community and the industrial community.

CALIFORNIA STATE DEPARTMENT OF EDUCATION
Division of Instruction

BUREAU OF AGRICULTURAL EDUCATION
Byron J. McMahon, Chief

January 23, 1959

Responsibility

The Bureau of Agricultural Education has responsibility for the over-all supervision of agricultural education in the public schools of California. This responsibility was legally established in 1917 when the State of California agreed to accept the assistance provided by the Smith-Hughes Act.

Function

The primary function of the Bureau is to assist approximately 400 teachers of vocational agriculture in about 235 high schools and junior colleges, as well as additional teachers of general agriculture, of adult agriculture classes, and instructors in the Young Farmer program for out-of-school young adults. The only supervision provided for the program of agricultural education in California is on the state level. The counties do not provide such supervision. The Bureau makes its services readily available on a geographic basis by having its supervisors located in six centers strategically located in the agricultural areas of the state.

Supervisory Assistance

The Bureau of Agricultural Education assists cooperating school districts in the following ways:

1. School Visits. Through individual school visits. Each supervisor has direct responsibility for an average of about 35 high schools offering vocational agriculture, plus such general agriculture, adult courses, special education for veterans, and Young Farmer classes as lie within his geographic area.
2. Section Meetings. Through a continuous in-service program of professional improvement and assistance. The teachers are organized into 28 sections, comprising generally from one to three contiguous counties. They meet about once each month during the school year, and often once during the summer, with their supervisors. Professional problems and discussion of new subject-matter material take up a majority of the time at these meetings.
3. Regional Meetings. Through the organization of regional and state-wide meetings, at which leaders in agricultural production, economics, finance, marketing, and education participate.
4. Teaching Aids. Through the preparation of teaching aids and subject-matter material. Teaching practical agriculture requires material of a specific nature. California agriculture does not fit a national pattern, and requires particular information such as hand-

books, workbooks, filmstrips, guides, and other material. Agriculture is constantly changing and demands new materials.

5. Teacher Training. Through cooperative effort with the collegiate institutions charged with the direct responsibility for teacher training. Part of such training includes an extended period of practice teaching in selected critic centers.
6. Advisory Committees. Through advisory committees of laymen. Many local agricultural departments have advisory committees. In addition, an advisory committee of nine outstanding farm producers meets regularly with the Bureau administration to assist in keeping abreast of current problems in practical agricultural training.

State Plan

The legal arrangement for these responsibilities is defined in the State Plan for Vocational Education, a contractual agreement between the state and federal governments. The principal purpose of this document is to provide for the maintenance of standards in teaching agriculture.

Local Cooperation

All operations of the Bureau on the local level are conducted with the full cooperation of the local school administration. The service of the Bureau supervisor in upgrading and assisting the local agriculture teacher in his complex responsibilities is welcomed by the local school districts.

Standards and Local Nature

The federal grants-in-aid provide only for the maintenance of standards in the training of teachers, in teacher competency, and in providing adequate instructional time and facilities. There are no federal or state "courses of study." Selection of farm boys, the local program taught, emphasis on various agricultural pursuits, and all similar matters are the responsibility of the local school administration.

CALIFORNIA STATE DEPARTMENT OF EDUCATION
Division of Instruction

BUREAU OF BUSINESS EDUCATION
R. C. Van Wagenen, Chief

January 23, 1959

Objectives of Business Education in Secondary Schools

Business education in the secondary schools of California has two major objectives:

1. To develop the competence necessary to carry on the jobs in business and commerce in the office, in merchandising, in finance, and in the service trades.
2. To train all students so that each may carry on effectively the daily business activities centered about the home and personal business life.

Leadership Role of the Bureau in Curriculum Development

The Bureau of Business Education has the responsibility for providing leadership in establishing, maintaining, and improving business education in the state. This responsibility involves keeping the school districts informed on the educational needs and standards for employment in business and assisting them to discover these needs in local communities.

In carrying out these leadership responsibilities, close contact must be kept with businessmen and educators. The Bureau conducts statewide studies and consults with school administrators and county offices in the development of their business education curriculums and in the preparation of curriculum materials.

Work of the Bureau in Curriculum Building

A statewide Professional Advisory Committee with appropriate subcommittees assists the Bureau in identifying the needs for and implementing curriculum development. This statewide advisory committee is composed of a county superintendent, district superintendents, president of a junior college, a high school principal, a director of business education for a school district, director of teacher-training from a state college and university, and business teachers.

Members of this Committee have a continuing assignment to study problems of business curriculum development and conduct conferences with groups of business educators to seek solutions to these problems.

The Bureau has lay advisory committees which serve for the duration of a certain project. At the present time 14 personnel directors of retail stores are at work assisting the Bureau in the development of curriculum in the area of merchandising. Business educators and school administrators attend the meetings called by the Bureau and learn first hand the needs for training in the retail field. Retailing is the largest single employer of high school and junior college students.

A general lay advisory committee is now being formed to include top management in the following general fields: finance and banking, communication, retailing, transportation, public utilities, State, Federal, and local Government, petroleum, manufacturing, real estate, and insurance. Members of this committee will include such persons as E. D. Maloney, Vice President of Pacific Telephone and Telegraph Company; Lloyd Graybiel, President of California Bankers Association; and John Fisher, Executive Officer, State Personnel Board. Members of this committee will assist the Bureau in the development of a publication, California's Business Economy, which will be used to inform the schools on our business economy and changing the educational needs. Joint conferences with business educators and members of this lay advisory committee will be held with subcommittees functioning in specialized areas.

Examples of Curriculum Building Activities

1. Thirty-two communities and five counties have conducted business occupational studies within the past two years, working in cooperation with the Bureau of Business Education. Many of these communities have made adjustments in their curriculum to more adequately meet the needs of business.
2. Several conferences have been held with business, industry, and the armed forces to determine the need for technical education in the area of electronic business data processing. As a result of these conferences, five junior colleges have organized pilot programs to train technicians in this area.
3. Regional and state workshops have been held with business leaders, school administrators, and business teachers for the purpose of developing resource materials for the improvement of instruction in such courses as general business, typewriting, shorthand, and merchandising.
4. A guide is being prepared for planning and equipping business education classrooms, working in cooperation with school district personnel, school architects, and the State Bureau of School Planning.
5. A series of conferences have been held with teachers of bookkeeping, recordkeeping, and accounting to discuss the means and methods to improve these subject offerings. Groups of business teachers attending these conferences are at work in these subject areas. The Bureau will finally develop a guide for the teaching of bookkeeping which will be based on the best thinking of business teachers, school administrators, and business teacher educators.
6. The Bureau of Business Education and the Bureau of Agricultural Education cooperated in a statewide study of the training required by workers in agricultural business and industry. This study was followed by conferences with four junior colleges. These colleges have now organized experimental classes in agri-business and have met with other colleges in the improvement of these curriculums.

7. The Bureau recognizes the need to keep business education geared to the changing needs of business. Automation will influence and demand changes in the business curriculum, and business educators must be alert to the need for these changes. Two statewide conferences have been held by the Bureau with business, industry, and educators to discuss automation and its possible effect on the business curriculum. Similar conferences have been conducted by school districts verifying some of the major conclusions of the statewide conferences.

CALIFORNIA STATE DEPARTMENT OF EDUCATION
Division of Instruction

BUREAU OF HOMEMAKING EDUCATION
Mrs. Dorothy M. Schnell, Chief

January 23, 1959

Homemaking education traces its roots in American education to simple instructional activities early in the eighteenth century. These developed, at the demand of the people, into organized educational programs in the mid-nineteenth century. Today, the major purpose of homemaking education is concerned with the preparation of youth for their duties and responsibilities in home and family life.

The Bureau of Homemaking Education is responsible for leadership to the homemaking education program primarily found in junior high schools, high schools, and junior colleges. At present, approximately 115,000 boys and girls are enrolled in homemaking classes. During the 1957-58 school year, a total of 1,964 homemaking teachers taught these classes. Five hundred and twenty-two of these teachers taught homemaking classes which were federally assisted and are known as vocational homemaking classes.

Several means are used by staff members of the Bureau of Homemaking Education to carry out their responsibility for assistance to school districts in developing curriculum in homemaking education:

1. Visits are made to the school and to the homemaking classroom. These are initiated by the Bureau staff member through the county and the school district, or initiated by the school district to the staff member. The purposes of such visits are to deal with questions about the organization, instruction, and housing of homemaking education programs; to stimulate and assist homemaking teachers, school administrators and curriculum directors in making, carrying out, and evaluating the curriculum for homemaking education in their particular schools for their particular students.
2. Group meetings are held for homemaking teachers on various bases, such as county, school district, supervisorial region or part of a region. These meetings are planned with homemaking teachers, school administrators, and curriculum directors in relation to the aspects of the homemaking curriculum with which the teachers feel they need information and opportunity to strengthen their teaching for their particular students.
3. A state conference for the vocational homemaking teachers is carried out each year with the help of a representative advisory group of the teachers and school administrators. A major purpose of this conference is to develop understandings and to maintain standards in vocational homemaking education.
4. A curriculum guide for homemaking education, from grades seven through twelve, was developed several years ago through the cooperative efforts of Bureau staff members, homemaking teachers throughout the state, curriculum directors and school administrators. It is a

publication of the Bureau of Homemaking Education and is placed in every secondary school and with each curriculum director. Its suggested organization of the homemaking curriculum is made in relation to the facts known about the development of youth so as to help teachers prevent repetition and overlapping of subject matter. It is to be adapted by the teacher to her particular situation.

Another publication was developed recently to help homemaking teachers to organize their instruction so as to use effectively the all-purpose home-making room. This was developed by staff members from examples of effective organizational practices gleaned from teachers throughout the state. The tentative manuscript was read and criticized by many homemaking teachers, teacher educators, and some curriculum directors before final preparation for duplication.

Scientific and technological discoveries daily change and affect every aspect of personal and family living. Social and economic factors such as the mobility of our population, the tendency for families to live in urban areas, the increase in broken families for various reasons, the increased rate of employment of women outside the home complicate family relationships, home management, child rearing, and the daily routines of living. The great task of curriculum development in homemaking education is to provide the opportunity for youth to gain some of the skills, the judgments, the understandings that will help them to adapt themselves as responsible family members in spite of and in light of these tremendous trends of our times.

CALIFORNIA STATE DEPARTMENT OF EDUCATION
Division of Instruction

BUREAU OF GUIDANCE
William H. McCreary, Chief

January 23, 1959

Functions

The major function of the Bureau of Guidance is to provide leadership and consultative services to assist elementary schools, high schools, and junior colleges to develop counseling and guidance services for their students.

The Bureau also assists colleges and universities that are engaged in the training of counselors, psychologists, and other guidance workers to prepare courses of study for this purpose.

School programs in counseling and guidance are offered to help students make wise choices regarding courses of study, careers, and other personal actions, to assist teachers to improve their teaching through a better understanding of their students, and to bring parents and schools into better working relationships.

The number and the quality of such programs are gradually increasing. Under the impetus of the National Defense Education Act, improvements in this educational service should be greatly accelerated in the next few years.

Bureau Staff Activities

Major activities of the Bureau consist of the following:

1. Preparation of publications to aid counselors.
2. Collection and distribution of occupational information.
3. Field work in school districts and county offices to aid local staffs to evaluate and improve their guidance and counseling programs.
4. Planning and participating in workshops and conferences for the purpose of increasing professional competencies of guidance personnel.
5. Collaboration with other departments and agencies engaged in services to children and youth, such as the Youth Authority and the Department of Employment.
6. Consultations with school district personnel at the Bureau's headquarters and correspondence on professional problems.
7. Joint projects with other units of the Division of Instruction designed to improve instructional programs.

CALIFORNIA STATE DEPARTMENT OF EDUCATION
Division of Instruction

BUREAU OF HEALTH EDUCATION, PHYSICAL EDUCATION, AND RECREATION
C. Carson Conrad, Chief

January 23, 1959

The Bureau of Health Education, Physical Education, and Recreation has served California's public schools since 1917, at which time the legal provision for the organization and supervision of courses of physical education in California public schools became effective.

Functions

The functions of this Bureau are:

1. To assist schools to provide effective programs of health education, including instruction in specific required areas. Legal provisions in California require instruction in:
 - a. "training for healthful living" at all grade levels in the elementary school (Education Code Section 10302)
 - b. "the nature of alcohol and narcotics and their effects upon the human system" - Elementary and Secondary (Education Code Sections 10191-92)
 - c. "public safety and accident prevention" - Elementary and Secondary (Education Code Sections 10171, 10172, 10174)
 - d. "community and personal hygiene" - Required for AA degree, Junior Colleges (Title 5, California Administrative Code 102 (C) (3))
2. To aid schools to develop effective programs of physical education in accordance with Education Code Sections 10116-10128, inclusive.
3. To help schools to provide a program of school recreation activity which stems from the subjects taught in the curriculum, and to carry out their proper function as envisioned in Education Code Sections 24401-11. These sections authorize public school districts to organize, promote, and conduct such programs of community recreation as will contribute to the attainment of general educational and recreational objectives for children and adults of the State.
4. To coordinate athletic activities of the public schools as directed in Education Code Section 10118. Bureau personnel work with the California Interscholastic Federation and the California Junior College Athletic Committee in carrying out this function.

Curriculum Development

Activities carried on in discharging the function of curriculum development are:

1. Working with representatives of individual school districts or of county boards of education to develop the courses of study and units

of instruction necessary to provide well-balanced programs for the schools served by them. Such curriculum development is done through:

- a. Workshops or conferences held for the purpose of reviewing curricula and programs.
 - b. Consultation either by visit or correspondence. Such service may include an appraisal of an existing curriculum and program or an evaluation of instructional material.
2. Conducting cooperative projects with professional organizations. Evaluative criteria for physical education and for health education programs are being developed in conjunction with the California Project on Fitness to provide school districts with self-study instruments to help them build health education and physical education programs needed by pupils in the schools.
 3. Preparing materials and teaching aids on the health education, physical education, and/or recreation programs. This process includes very close cooperation with other appropriate Bureaus within the Division of Instruction, and widespread involvement of representative personnel of county and individual staffs.

Teachers' guides have been developed for the elementary schools, and for boys and girls in the high schools. Physical Education in the Elementary School provides in one volume, guidelines and examples for program content, organization, methods, and evaluation suitable for each age grouping in any school in the State. In lieu of a state text for physical education in the elementary school, the teachers' guide helps to guarantee minimum education for all pupils. In addition, the teachers' guide for boys and for girls in the high schools helps teachers and administrators to meet the objectives of physical education as stated in Education Code Section 10119.

4. Cooperating with representatives of district and county superintendents of schools staffs and/or representatives of teacher preparation institutions in planning and conducting in-service education activities.
5. Conducting studies to provide reliable and needed information concerning district and county practices in curriculum and program.

CALIFORNIA STATE DEPARTMENT OF EDUCATION
Division of Instruction

BUREAU OF AUDIO-VISUAL EDUCATION
Harry J. Skelly, Chief

January 23, 1959

Establishment and Function of the Bureau

The Bureau of Audio-Visual Education was established on April 18, 1944, by the State Board of Education under the authority conferred on it by Section 186 of the Education Code. Its purpose is to aid in the proper development and use of audio-visual education materials in the public school system.

The term "audio-visual education" refers to a wide variety of materials and methods designed to make teaching more effective. These materials usually include films, filmstrips, recordings, maps, charts, study prints, three dimensional models, radio programs, and now television programs as they contribute to instruction. They supplement other methods of teaching because they appeal to the student through a number of the senses and give meaning to the spoken or written word. Audio-visual materials and methods cut across all subject fields and levels of instruction and are an integral part of both the teaching and learning processes.

Under Section 4822 of the Education Code, the Director of Education is authorized to develop audial and visual materials, evolve means and methods, and prescribe standards for the use of such materials in the public elementary and secondary schools.

Two Main Functions of the Bureau Relative to Curriculum Development

In this function the Bureau produces and assists in the production of audio-visual materials for use by State Department staff and for the illustrations of State Department publications. This function includes the provision of the services of a photographer and a graphic artist.

The leadership function of the Bureau relative to curriculum development involves four types of service:

1. Working with Commercial Producers. Members of the Bureau of Audio-Visual Education work closely with the commercial producers of equipment and instructional materials needed to implement the various curricula throughout the state. The producers seek advice as to the nature of adequate equipment and materials, the areas of the curricula where there are shortages of audio-visual materials, and other information relative to standards of production.
2. Working with Audio-Visual Directors Relative to Curriculum Needs. By working with professional organizations, participating at conferences, and conducting workshops, the Bureau of Audio-Visual Education provides an in-service education program for audio-visual personnel to enhance the proper selection of audio-visual instructional materials for implementation of the curricula for the public schools.

Sometimes this activity overlaps the preceding function relative to working with commercial producers. For example, the Bureau of Audio-Visual Education, in cooperation with Sacramento State College, conducted a two-week workshop in August, 1958, for the purpose of developing a rationale for the production and selection of audio-visual materials to implement the proposed new social studies program for California. In attendance at this workshop were 32 producers of audio-visual materials and 70 audio-visual directors and curriculum personnel. During the two weeks, the proposed social studies program for California was examined very carefully and criteria and guidelines relative to the kinds of audio-visual materials needed to implement it were developed.

3. Cooperating in Curriculum Development for Teacher Education. The Bureau of Audio-Visual Education cooperates with the Division of State Colleges and Teacher Education in determining curricula for audio-visual courses. A two-unit course in audio-visual education is required for the renewal of all teaching credentials in California. The content of this course is constantly changing as new media in the field of audio-visual education develop. At the present time, the Bureau is sponsoring a study which will result in a new competency statement believed necessary as a guide for curriculum development for pre-service and in-service audio-visual education courses offered by accredited teacher education institutions.
4. Providing Consultant Services to Audio-Visual Departments. There are over 170 audio-visual departments in operation at the county, city, and district levels that circulate audio-visual materials for use in the public schools of California. These audio-visual departments are authorized by Education Code Sections 9502 and 9545. Members of the Bureau of Audio-Visual Education work with the directors to improve the implementation of curricula through assisting in the improvement of the selection, maintenance, distribution, production, and supervision services of these departments.

CALIFORNIA STATE DEPARTMENT OF EDUCATION
Division of Instruction

BUREAU OF SPECIAL EDUCATION
Ernest P. Willenberg, Chief

January 23, 1959

The Bureau of Special Education, established in 1947, is the unit in the State Department of Education responsible for the special education of mentally retarded and physically handicapped minors in the public schools of the state. The purpose of the Bureau, which is defined by law and State Board regulations, is to promote, direct, supervise, and improve the instruction of handicapped minors. Special education is now available in some 750 elementary and secondary districts in California. There are about 3,000 special teachers who this year will provide special services and instruction to some 190,000 handicapped children. Among these children only the mentally retarded require separate and distinct curricula and courses of study. Adjustments in the instructional program for the physically handicapped can be made usually by means of adaptations in methods of instruction, materials and media, and points of emphasis.

I. Types of Handicapped Children and Implications for Adaptations in Curriculum and Methods of Instruction

- A. Mentally Retarded. Special curricula and courses of study required. Children grouped in special classes.
- B. Blind. Children use same curricula and courses of study as normal, non-handicapped children. Need for adaptation in methods of instruction and educational materials and media. Braille is offered. Children may be enrolled either in special classes or receive additional help in regular classes.
- C. Partially sighted. No special curricula or courses of study required. Adjustments made in instructional materials. Large type printed publications made available to accommodate for faulty vision. Children may be enrolled in special classes or receive assistance in regular classes.
- D. Deaf. No special curricula or courses of study required. Adjustments made in instructional methodology and points of emphasis. Children require special attention in the area of language concepts and the development of oral language for communication. Instruction given in special classes.
- E. Hard of Hearing. Essentially the same problem as for the deaf except that sound becomes a means of developing language concepts and speech facility. Children educated in special classes and receive lip reading instruction.
- F. Orthopedically Handicapped Including the Cerebral Palsied. No special curricula or courses of study required. Children educated in special classes or schools where attention can be given to physical as well as learning problems. Adaptations made to compensate for limitations imposed by lack of experience or physical condition.

- G. Lowered Vitality, Illness, and Other Physical Conditions. No special curricula or courses of study required. Children provided instruction at home or in hospitals. Adaptations made consistent with the children's ability to tolerate instruction which is offered in regular classes.
- H. Speech Handicapped. No special curricula or courses of study required. These children provided special instruction on a remedial basis to correct speech defects. Adaptation is made in method of instruction and point of emphasis involving the development of effective speech production.

II. Legal Basis for the Special Education of Handicapped Children

A. General Responsibilities of the State Department of Education

The responsibility and authority of the State Department of Education in the administration of the special education program for handicapped children is either defined by law or State Board regulations. These laws and regulations establish the relationship of the State Department of Education with county and district school organizations in the establishment and implementation of special programs that qualify for excess expense reimbursement.

B. Specific Responsibilities and Authority as Defined by Law or State Board Regulations

1. The purposes of special training for educable mentally retarded children are defined in the areas of economic usefulness and social adjustment (Education Code Section 9801.1).
2. The purposes of special training for severely retarded children are defined in the areas of individual acceptance, social adjustment, and economic usefulness (Education Code Section 9801.2).
3. The Legislature has given the State Department of Education the responsibility to establish minimum standards for special education programs concerned with retarded children (Education Code Section 9803).
4. The law mandates that the State Department of Education shall provide supervision for the program of special education of retarded children (Education Code Section 9804).
5. The California State Board of Education has ruled that local school districts shall also share in the supervision of special classes for educable retarded and severely retarded children (California Administrative Code, Title 5, Section 186 and Section 199.3).
6. The State Board of Education has placed within the jurisdiction of local school districts the responsibility of developing appropriate methods of instruction for both the educable retarded and the severely retarded child (California Administrative Code, Title 5, Section 185 and Section 199.1).

7. The Superintendent of Public Instruction is required by law to promote and direct special instruction in the public schools for physically handicapped minors (Education Code Section 9612).
8. The State Department of Education is granted authority to prescribe minimum standards governing the operation of special programs for physically handicapped minors in the public schools. The granting of special apportionments for excess expense is contingent upon the compliance of county boards of education and local school districts with the duly constituted standards prescribed by the State Board of Education (Education Code Section 9613).
9. The State Director of Education is mandated to provide consultant services for hard of hearing children in the public schools of the state (Education Code Section 4824).
10. The State Board of Education is required to provide large print state-adopted textbooks for partially sighted children (Education Code Section 11181.2).
11. Provision has been made for the appointment of educational counselors for the blind to assist the blind in connection with their school programs (Education Code Section 9613.5).
12. Legal provision has been made for the registration of blind pupils in the public schools and the administration of the Federal quota for the blind which provides for the distribution of Braille books and other materials and equipment available from the American Printing House for the Blind (Education Code Section 9615).
13. The State Board of Education is required to provide state-adopted textbooks in Braille for the blind (Education Code Section 11181.3).

III. Functions of the Bureau of Special Education in Promoting, Directing, Supervising and Improving Instruction for Handicapped Children in the Public Schools of the State

Each special classification of handicapped child is represented in the Bureau of Special Education by a specialist who serves as a consultant to school districts and county school offices in the development of their programs for handicapped children. Listed in rank order are those functions which relate to the responsibilities of the Bureau in helping counties and local school districts develop courses of study and make adaptations in methods, materials, and media appropriate for the instruction of designated types of handicapped children:

- A. Consultation with teachers, supervisors, and administrators regarding their instructional programs
- B. The preparation of guides and resource materials which may be used in implementing and enhancing local offerings that affect educational opportunities for handicapped children

- C. Participation in teacher training programs particularly during the summer when colleges and universities are active in helping teachers develop instructional materials
- D. Work with professional organizations in the development of curriculum materials which are made available by the organizations to local school districts and county offices
- E. Provision of research and evaluation services
- F. Cooperation and joint participation with county offices and school districts in experimental and pilot programs

CALIFORNIA STATE DEPARTMENT OF EDUCATION
Division of Instruction

SUPPLEMENTAL EDUCATION SERVICES SECTION
Donald E. Kitch, Chief

January 23, 1959

Special Studies of Instructional Problems

The Division of Instruction from time to time makes studies of curriculum problems that extend beyond the specific responsibilities of individual bureaus. Such projects are handled through Division committees with representation from appropriate units.

Currently a five-year study of the social studies curriculum is nearing completion. This project was initiated at the request of the State Curriculum Commission and the final report will be directed to that body. The purpose of the study is to develop a new basic statement of content for the social studies program for both elementary and secondary grades. A state committee consisting of district and county staff persons was appointed by the Superintendent of Public Instruction to conduct the study and a committee of staff members from the Division of Instruction was formed to work with the state committee in a consultant capacity. Social scientists from colleges and universities, lay citizens, district and county staff members, and college and university staff members responsible for teacher education programs have been involved. The agreements reached through this study will serve to guide the publishing industry in developing new and better textbooks and other industries in planning and producing appropriate related instructional materials.

In 1957 the California Legislature authorized the Department of Education to make two studies of programs for special groups of pupils. One is an evaluation of possible school programs for emotionally disturbed pupils. The other is a study of programs for gifted pupils. Both are now in their second year and both will be completed in time for a final report to the 1961 session of the Legislature, as was specified in the authorizing legislation.

These two studies are being conducted by special staff employed for that purpose on a temporary basis. They have been planned and are being supervised with the assistance of advisory committees made up of persons who are not members of the Department of Education staff.

Summarizing Statement

The primary function of the Division of Instruction is to provide coordination and leadership in the development of curriculum programs that will put in practice the policies formulated by the State Legislature and the State Board of Education and will give California schools the strongest possible instructional programs. In order to achieve this purpose the Division works with 58 county superintendents of schools and their staff members and with appropriate representatives of 1,760 unified, elementary, high school, and junior college school districts.

From the presentations made here it is evident that the different units making up the Division of Instruction differ somewhat in their respective

functions and in their ways of working with counties and districts. However, certain basic characteristics are common to the work of all units.

1. Under the California Education Code the responsibility for deciding on curriculum content, beyond certain minimum requirements specified by the Legislature or the State Board of Education, rests with the county or district board of education. Division staff members advise with county or district board members and staff members but they do not make decisions about curriculum content or arrangement.
2. Educational policies at the state level are made by the Legislature and by the State Board of Education. Division staff members may be asked for pertinent information when such policies are made. In their work with counties and districts staff members operate within the framework set by legislative and board actions.
3. All Division units, in different ways, have some regulatory responsibility, some coordination responsibility, and some leadership responsibility.
4. All units customarily use committees of county and district staff members, school board members, and citizens in developing instructional materials, in finding solutions to instructional problems, or in preparing recommendations to the State Board of Education or the Legislature. Such cooperative work and planning represents the usual procedure; other ways of working represent the exceptions resulting from particular circumstances.

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Blanche V. Hansen, Secretary

CALIFORNIA STATE DEPARTMENT OF EDUCATION

TO: Cabinet Members DATE December 31, 1958
FROM: Dale P. Wren
SUBJECT: Information Concerning Membership of Advisory Commission
to the Joint Committee on the Public Education System.

Attached are excerpts taken from the minutes of the meeting of the Advisory Commission to the Joint Committee on the Public Education System, held September 10, 1958, regarding the various members of the Commission who were introduced at that time.

The following members not present at that meeting and therefore have no statement excerpted include:

James L. Beebe
Judge W. John Bussey
Luther A. Nichols
Dean I. James Quillen
Dr. Robert G. Sproul
Mrs. Margaret Trimble

DPW:jb

Attachment

Mrs. Janet Allen, Member
Advisory Commission to the Joint Committee
on the Public Education System
P. O. Box 246
Sutter Creek, California

Mrs. Allen is a home economist by trade. She taught Home Economics for one year and also taught in the fourth and fifth grades for half a year.

Mrs. Allen is now busy raising a family - having four sons; the oldest is ten and youngest is three.

Mr. and Mrs. Allen became very interested in the curriculum in the elementary schools when they found some old California textbooks that had belonged to Mr. Allen's parents. They were used in the state about 30 years ago and they compared them with the ones used by their son in the fourth grade.

Mrs. Allen's particular interest is in textbooks and curriculum.

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Mrs. Irmgard B. Beard, Member
Advisory Commission to the Joint Committee
on the Public Education System
P. O. Box 413
Glennville, California

Mrs. Beard taught for 11 years and since then has had three children.

Mrs. Beard was a Trustee and is now on the Kern County Board of Education. She is interested in all phases of education, with particular interest in curriculum and financial setup of small districts.

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Dr. Robert J. Bernard, Member
Advisory Commission to the Joint Committee
on the Public Education System
831 Dartmouth Avenue
Claremont, California

Dr. Bernard has been associated with the group of colleges at Claremont including Pomona College, Scripts College, Claremont Men's College, Claremont College, and the new Harvey Mudd College. Dr. Bernard spoke of the Claremont Graduate School which is endeavoring to train teachers of high quality for the school system of California.

Dr. Bernard's particular interest is the standing of California in the entire educational system of the United States.

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Mr. William N. Bucknam, Member
Advisory Commission to the Joint Committee
on the Public Education System
1904 N. Central Avenue
Ceres, California

Mr. Bucknam runs a farm and maintains a ranch management business. Mr. Bucknam's interest in education started about seven years ago, just prior to his oldest son starting school.

Mr. Bucknam has served on the State Board of Education for four years, and therefore has had an opportunity to be introduced to the wide aspects of education. He is vitally interested in all phases of education.

Mr. Bucknam feels strongly that California should not fail to recognize that it can train many, many types of children, but to not train them all in the same program.

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Mr. Frank Burrill, Member
Advisory Commission to the Joint Committee
on the Public Education System
1109 Valencia Mesa Drive
Fullerton, California

Mr. Burrill is employed by the Chiksan Company as Vice President and Assistant to the President. The Chiksan Company manufactures ball bearings and swivel-joints for worldwide distribution.

Mr. Burrill served three years on the Elementary School Board in La Habra five or six years ago. He has also worked with Senator Murdy on two advisory committees for four-year state college site selections in Orange County. Mr. Burrill, along with R. I. Morris in 1946 and 1947, started the driver training and driver education programs in the state with the help of Assemblyman Earl Stanley from Newport.

Mr. Burrill has worked quite extensively, in an informal way, with the Junior College group and is interested in all phases of education, particularly from the standpoint of curriculum. He is also interested in education for the gifted, average students, and those that are less talented.

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Mr. Fordyce V. Cowing, Chairman
Advisory Commission to the Joint Committee
on the Public Education System
1457 Oaklawn Road
Arcadia, California

Mr. Cowing is Vice-President of the Repcal Brass Manufacturing Company in Los Angeles.

Mr. Cowing has just completed his second year as a Member of the Arcadia Unified School System Board. His great interest in education is in the quality of the instruction and curriculum.

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Mr. Edward Frank, Member
Advisory Commission to the Joint Committee
on the Public Education System
600 Baker Street
Petaluma, California

Mr. Frank is at present the City Manager of Petaluma. He is a former school teacher and has had some experience in administration in the school system. However, his main interest in the last eight or ten years has been in city administration.

His interest lies in the relationship of the elementary school curriculum and system to the high school, junior college background. His basic interest, however, is in the improvement of the educational system.

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Mr. Joseph Genser, Member
Advisory Commission to the Joint Committee
on the Public Education System
340 Eleventh Street
Richmond, California

Mr. Genser is an attorney in Richmond and his interest in education stems from the fact that for the last eight years he has been the attorney for the California State Federation of Teachers.

Mr. Genser's particular interest is improving the status of the classroom teacher. He feels that this will solve a great number of the problems which face our schools today.

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Mr. Normal Hayhurst, Member
Advisory Commission to the Joint Committee
on the Public Education System
1641 Highland Avenue
Glendale 2, California

Mr. Hayhurst is President of Fidelity Savings and Loan Association, but has been for many years active in the public schools, spending the last ten years of that time in Glendale as Superintendent.

Mr. Hayhurst is particularly interested in school finance. He feels that the question of compulsory school law - especially the 18-year old law - should have study.

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Mr. John F. Henning, Member
Advisory Commission to the Joint Committee
on the Public Education System
185 Westwood Drive
San Francisco, California

Mr. Henning is Associate Director of the California State Federation of Labor. This organization has been concerned with the well-being of the public education system for better than half a century in California.

Mr. John F. Henning (Continued)

Mr. Henning is interested in all things that affect our schools.

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Dr. Joel Hildebrand, Member
Advisory Commission to the Joint Committee
on the Public Education System
500 Coventry Road
Berkeley, California

Dr. Hildebrand is Professor Emeritus of the University of California, recalled to active service. He taught Chemistry for 39 years, and has had a total of about 40,000 students in his classes fresh from high school.

Dr. Hildebrand's primary interest is in the quality of education and the preparation of students for intellectual life or achievement, regardless of technological developments. He is interested in the recognition of teachers and better preparation of teachers and greater freedom on the part of teachers to teach without dictation.

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Dr. William Lawlor, Vice Chairman
Advisory Commission to the Joint Committee
on the Public Education System
4320 Vista Place
La Canada, California

Dr. Lawlor is a Dentist by profession and he practices in Glendale. His interest in the schools has been continuous for ten or twelve years. He has acted in an advisory capacity in regard to curriculum and other factors.

Dr. Lawlor was a delegate to the White House Conference on Education from California and also a delegate to the Governor's Conference on Youth and the Conference on Juvenile Delinquency. He has been active in welfare work with his community.

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Mrs. Barbara McCarthy, Member
Advisory Commission to the Joint Committee
on the Public Education System
11541 Huston Street
North Hollywood, California

Mrs. McCarthy is a social studies teacher, at Sun Valley Junior High School.

Mrs. McCarthy is particularly interested in the curriculum in the secondary level of California schools.

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Mrs. Myrtis Meyers, Member
Advisory Commission to the Joint Committee
on the Public Education System
Fallbrook, California

Mrs. Meyers is a former School Board Member. She has spent nine years on the Elementary Board. Mrs. Meyers is presently on the Organization Committee for Schools of the County of San Diego.

Mrs. Meyers is interested in the particular field of organization and also in curriculum and its improvement.

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Mr. Charles Randolph, Vice Chairman
Advisory Commission to the Joint Committee
on the Public Education System
2625 Yard Street
Oroville, California

Mr. Randolph is in the newspaper business in Oroville as Assistant Publisher of the Oroville Mercury.

Mr. Randolph has served on his County Committee on School District Organization for nine years and the County Board of Education for two years.

He has been active to some degree in the California School Boards Association, having served on several committees.

Mr. Randolph's interest in education is rather general. He has four children in school, ranging from the graduate division of the University to the elementary schools. He is interested in the responsible and proper functioning of the public in the educational picture.

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Mr. Jack Rees, Member
Advisory Commission to the Joint Committee
on the Public Education System
2948 Allen Court
Hayward, California

Mr. Rees is the immediate Past President of the California Teacher's Association, and has been a teacher and school administrator for 21 years.

Mr. Rees is interested in all phases of the study -- curriculum, finance, the school organization, school building problems.

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Mr. Gilford G. Rowland, Member
Advisory Commission to the Joint Committee
on the Public Education System
1151 Robertson Way
Sacramento, California

Mr. Rowland is an attorney. He was a research assistant and Reader in the Political Science Department while he was at Stanford. He was teacher and Dean of the McGeorge College of Law.

Mr. Gilford G. Rowland (Continued)

Mr. Rowland's interest in education is largely due to the fact that he feels that citizens in general have not taken the interest which they should have in educational problems.

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Mr. James W. Short, Member
Advisory Commission to the Joint Committee
on the Public Education System
Post Office Box 369
Turlock, California

Mr. Short is an independent gasoline distributor. He has three children and is interested in textbooks and wants to see the children learn how to write.

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Mrs. Martha Snowden, Member
Advisory Commission to the Joint Committee
on the Public Education System
311 N. Atlantic Boulevard
Alhambra, California

Mrs. Snowden is President of the California Congress of Parents and Teachers. Mrs. Snowden has served the Congress as a Legislative Advocate for two years and has always worked in the interest of education.

Mrs. Snowden has two daughters who have gone through the schools in California, and at the present time has five grandchildren doing the same thing.

The phase of education that she is most interested in is the financing of California Schools.

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Mrs. Lynn Thompson, Member
Advisory Commission to the Joint Committee
on the Public Education System
260 Arbolada Drive
Arcadia, California

Mrs. Thompson has for a long time been interested in the schools, having taught and having raised two sons who are both in college now.

Mrs. Thompson has been a Trustee. Recently with the League of Women Voters, a two-year study on the finances and administrative structure of the schools in California was finished.

Mrs. Thompson is interested in all phases of education, with particular interest in school district organization.

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Mrs. Phyllis Wainwright, Member
Advisory Commission to the Joint Committee
on the Public Education System
1254 Ward Street
Martinez, California

Mrs. Wainwright is a School Board Member on the Martinez Elementary School Board and on the Alhambra Union High School Board.

She has four children, two in the elementary schools, and two in high school. Mrs. Wainwright served as President of the Contra Costa County School Board Association and on the California School Board's Association Executive Board.

Her primary interest is the instructional program.

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